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ABSTRACT

This draft outline presents and organizes for teachers one of the fundamental concepts in war/peace studies: interdependence. As the definitional statement makes clear, interdependence involves learning to look at the world as a single system, and to identify and analyze its various subsystems. Part of the rationale for considering interdependence as a major concept in war/peace education is that an understanding of the concept and its various subconcepts, is a vital first step in the students' ability to come to terms with his own prejudices, misperceptions, and stereotyping. The guide lists sample affective and cognitive objectives, and provides a developmental idea outline of the concept interdependence and its related subconcepts (universality, origins, dynamics, development, effects, and methods and techniques for dealing with interdependence.) For each of these, topic and content samples are outlined. Suggested grade levels (9-12) and hypothetical course titles are designated for these topic and content samples. A bibliography lists sources designed as starting points for the development of particular topics and content samples, as well as more general sources on interdependence. (Related documents are SO 001 509, 001 513; and SO 002 078.) (Author/JLB)

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DEVELOPMENTAL DRAFT

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DAVID C. KING

GUIDE TO THE CONCEPT: INTERDEPENDENCE

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DEVELOPED FOR THE

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THE BASIC CONCEPTS IN
THE WAR/PEACE FIELD

DAVID C. KING
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INTERDEPENDENCE

Definition

Interdependence suggests an entity or system, the parts of which are inter-related or mutually dependent. In the 20th century, we have become increasingly familiar with this concept as it affects the political and military relations among nations. An event in one part of the nation-state system automatically sets off reactions in other parts of the system. The event might be negative in character -- such as the assassination of a U.S. President or civil war in the Congo, or positive -- such as a thawing of Cold War strategies and attitudes. Clearly, the nations of the world can no longer exist in isolated geographic pockets.

We have paid less attention to the fact that the acceleration of the revolutions in technology, transportation and communication has rapidly increased interdependence in other aspects of human affairs. In terms of such concerns as economics, politics, culture (perhaps most noticeably among youth), ecology, the population-food gap, and race relations, we are truly becoming a global society; the lives of all members of the human race are inextricably bound together in ways that can no longer be ignored. As Harold Taylor has stated, "In the modern world, there are no foreign problems but only human problems shared by all societies."[1]

Interdependence, then, involves learning to look at the world as a single system, and to identify and analyze its various sub-systems: economic systems, ecological systems, political systems, social and

cultural systems, communications and technological systems. Mutual dependence also suggests increased interaction among peoples and groups across national boundaries, interaction that creates greater opportunities for competition as well as cooperation. This multiplying of relationships implies other important subconcepts: on the one hand, it leads in the direction of assimilation, integration, accomodation and a sense of community; but, on the other hand, may also contribute to an increase in misperceptions, hostility and violent conflict.

Rationale

Interdependence becomes particularly noticeable in times of large-scale war, but it is also painfully evident as long as we live with merely the threat of such war. "Few truly comprehend that we are now in the strange position of being militarily dependent upon our opponents...In effect what has occurred is a mass exchange of hostages, leaving the population of cities subject to sudden slaughter by hostile governments. This is interdependence on a new plane of intensity: to an unbelievable degree we now depend on each other's leaders to be rational, to be predictable, to be sane."[2]

There are more positive reasons for considering interdependence as a major concept in war/peace education. An understanding of the concept and its various subconcepts is a vital first step in the student's ability to come to terms with his own prejudices, misperceptions and stereotyping -- to develop, in other words, a global view of human affairs. Such an understanding is also a preréquisite for constructive change, leading toward the development of a sense of global community, and hopefully to a feeling of commitment (obligation) to that world community rather than simply to the nation-state.

The fact that mankind is becoming more intimately inter-related does not necessarily mean that there is a corresponding process of integration. The same forces that have created increased contact and communication "have also enabled national governments to increase their powers and activities and have made nationalism more popular and intractable than before."[3] If we are to build the institutions needed to secure peace and to begin coping more efficiently with mankind's problems, we must come to understand and utilize those trends and developments in modern world society that can be the building blocks for those institutions. At the same time, we must learn to deal more effectively with those elements of mutual dependence that increase the possibilities for hostility, misuse of power and violent conflict.

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1. Taylor, Harold, The World As Teacher, Garden City, N.Y., Doubleday & Co., 1969, p. 5.

2. Benoit, Emile, "Interdependence on a Small Plant," Columbia Journal of World Business, Spring, 1966, p. 9-10.

3. International Encyclopedia of the Social Sciences, Crowell, Collier and Macmillan, 1968, Vol. 7, p. 538.

SAMPLE AFFECTIVE OBJECTIVES (INTERDEPENDENCE)

1. Students should accept responsibility for resolving the problems generated by the fact of increasing interdependence among men as well as between man and his environment.

2. To be aware of the nation-state system as the predominant form of social and political organization in the modern world, and be committed to exploring other means of organization for the achievement of shared goals.

3. To accept the fact that interdependence creates mutiple roles and multiple loyalties, many of which now criss-cross national boundaries; and that acceptance of these loyalties does not necessarily mean a loss of loyalty to one's nation or social group.

4. To develop a capacity for empathy with men who have experienced other cultures, histories, institutions.

5. Students should be aware of the factors tending to make them ethnocentric and resist becoming so.

6. To become aware of those aspects of interdependence that can lead to a stronger sense of world community and to become committed to fostering their development.

7. To recognize that increasing mutual dependence can lead to greater possibilities for conflict as well as integration, and to become committed to the development of institutions which foster nonviolent resolution of such conflict.

SAMPLE KNOWLEDGE OBJECTIVES (INTERDEPENDENCE)

1. Provide students with an understanding of the nature of interdependence.
   a. Origins (man, man's social systems, earth systems)
   b. Process (historical development, Global/mosaic)

2. Provide students with an understanding of the factors causing interdependence. (population, technology, need for resources)

3. Provide students with an understanding of the effects of increasing interdependence.
   a. Good
   b. Bad (problems)

4. Provide students with an understanding of the alternate methods for coping with increasing global interdependence.

DEVELOPMENTAL IDEA OUTLINE (INTERDEPENDENCE)

Introductory Knowledge	An understanding of interdependence and its various subconcepts requires a basic understanding of man as a single species and the earth as a single system.
Universality	A variety of forces are creating what can now be considered a global society - a Spaceship Earth characterized by a steadily and rapidly increasing degree of mutual dependence.
Origins	Throughout man's history, interdependence has operated in various settings and on different levels of social organization.
Dynamics	Man affects and is affected by his social/cultural, economic and political systems and by his natural environment.
Development	The rapid development of interdependence on a global scale has created basic changes in human society, particularly within the nation-state system.
Effects	Increased interdependence has both positive and negative implications for the world - integrative and conflictual.
Methods and Techniques For Dealing With Interdependence	A variety of methods and techniques can be used to deal with the problems of interdependence and to make optimum use of its positive implications.

INTRODUCTORY KNOWLEDGE

I. An understanding of interdependence and its various subconcepts requires a basic understanding of man as a single species and the earth as a single system.

A. Mankind is a single species; differences in ways of meeting human needs do not make one group any less (or more) human than another.

1. Comparisons of man with other animals, and of modern man with early man, emphasize the important similarities of the species.

2. Variations in ways of meeting needs are culturally determined and depend on ecology, historical experience, etc.

3. As biological and psychsocial systems, all humans exhibit basic similarities in the ways they organize to cope with their environment.

B. The earth is a small plant endowed with limited resources and wrapped in a delicate, life-sustaining envelope.

C. The mosaic pattern of interdependence, accentuated by the political system of nation states, has retarded man's recognition that mankind is a single species or the earth as a single system.

UNIVERSALITY

II. A variety of forces are creating what can now be considered a global society - a Spaceship Earth characterized by a steadily and rapidly increasing degree of mutual dependence.

A. Modern man lives in two systems: the global and the "mosaic" which draw on the environment differently and result in very different perspectives on life and in very different problems and potentials.

1. The mosaic system is the traditional pattern of a globe divided into separate pieces of earth real estate.

2. The newer, interdependent global system overlaps the first and has

linked into it at various points and in different ways.

B. The global system is composed of several interacting subsystems: physical, demographic, economic, technological (including communications), social/cultural, political.

C. Interdependence operates on all levels of social organization in all cultures; the psychological elements of interdependence are the same on all levels.

ORIGINS

III. Throughout man's history, interdependence has operated in various settings and on different levels of social organization.

A. Since prehistoric times, practically all societies have been subject to cross-cultural contacts, frequently resulting in significant patterns of mutual dependence.

B. Such forces as modernization, migration, nationalism, revolution and imperialism illustrate the basic commonalities of the human experience and provide the historical underpinnings for the emergence of modern global society.

C. The modern, on-going revolutions in technology, communications and transportation, combined with the continuing population explosion and competition for natural resources, have accelerated the trend toward interdependence on a global scale.

DYNAMICS

IV. Man affects and is affected by his social/cultural, economic and political systems and by his natural environment.

A. A change in one part of a system will have an impact (positive or negative) on other parts of the system and frequently on other systems.

B. A number of contemporary problems are created by the global system itself or by changes within the system - e.g. population growth; the growing gap between rich nations and poor nations.

DEVELOPMENT

V. The rapid development of interdependence on a global scale has created basic changes in human society, particularly within the nation-state system.

A. National boundaries are becoming blurred by cross-national contacts and functional arrangements; nations are increasingly penetrated by transnational organizations and by other nations.

B. Regional groups are playing an increasingly important role in the economic and political decisions of member states.

C. International organizations have a growing impact on such areas as health, welfare, development and environment.

D. The nation-state is no longer independently capable of carrying out its basic functions - providing for the military security and the basic needs of its population.

E. Individual nations are attempting to develop their own resources (perpetuating the mosaic system), but at the same time are trying to tie into the interconnected world system.

F. Control over the planet is divided among three entities:

1. The nation-state system exercises control over specific geographic areas, resources and people.

2. Transnational organizations exercise control over specific people, functions and resources.

3. All nations in common exercise control over specific geographic areas, resources and functions, e.g. polar regions, oceans.

EFFECTS

VI. Increased interdependence has both positive and negative implications for the world.

A. Increased interaction can lead to nationalist resistance, exploitation and misuse of resources.

B. The interacting subsystems of global society have created increased opportunities for accommodation, integration and a sense of world community.

C. Interdependence has made man's problems <u>global</u> problems - population, war, environment, etc.

METHODS AND TECHNIQUES FOR DEALING WITH INTERDEPENDENCE

VII. A variety of methods and techniques can be used to deal with the problems of interdependence and to make optimum use of its positive implications.

A. New systems on a global level provide functional arrangements for dealing with global problems and increasing a sense of world community.
Examples: transnational and international organizations; theories of world government.

B. New understandings and attitudes are enabling people to view the world from a global perspective.
Examples: Awareness of problems; cross-cultural understanding.

C. Futurism and systems approaches provide a framework for planning the development of global society.
Examples: Functionalism; systems analysis; simulation; model building.

D. New technology provides the tools for coping with problems on a global scale.
Examples: population control; agricultural developments.

E. New techniques of conflict resolution can lessen the tensions of global interdependence.
Examples: unilateralism; parallel institutions.

DEVELOPMENTAL IDEA OUTLINE (INTERDEPENDENCE):
TOPICS AND CONTENT SAMPLES

INTRODUCTORY NOTES

To provide some idea of possible grade placement for the content samples, I've made a somewhat arbitrary designation of hypothetical course titles - titles that seem in keeping with the concepts of this curriculum guide but are as close as possible to traditional course offerings.

1. 9th grade: The usual World History or World Cultures course has been retitled Patterns in Human History (borrowed from the Anthropology Curriculum Study Project).

2. 10th grade: Partially following the Fenton-Carnegie Social Studies Project, the course is divided into 3 parts: Comparative Economics (including Modernization); Comparative Political Systems; and Comparative Cultures.

3. 11th grade: A Comparative Approach to American History.

4. 12th grade: Content samples have been placed under two course headings: War/Peace Concepts and An Introduction to the Behavioral Sciences.

Some of the content samples anticipate that the students have had some work with systems analysis.

INTRODUCTORY KNOWLEDGE

I. An understanding of interdependence and its various subconcepts requires a basic understanding of man as a single species and earth as a single system.

   A. Mankind is a single species; differences in ways of meeting human needs do not make one group any less (or more) human than another.

      1. Comparisons of man with other animals, and of modern man with early man, emphasize the important similarities of the species.

      2. Variations in ways of meeting needs are culturally determined and depend on ecology, historical experience, etc.

      3. As biological and psychosocial systems, all humans exhibit basic similarities in the ways they organize to cope with their environment.

Topics	Courses
1. Man-other animal comparisons 2. The essential "humanizing forces" of the species 3. Comparisons of modern societies with primitive or traditional societies	Most of these topics should be developed in the elementary grades, but can also be plugged into the 9th or 10th grade courses

Content Samples:

Studying man as a species - The introduction of culture studies at various levels of the curriculum represented an attempt to create what was traditionally thought of as an adequate world view. However, by concentrating on only a few selected areas or cultures, such curricular offerings emphasize the image of a world splintered into isolated and inherently "different" groupings. An attempt must be made to provide a larger, world-wide setting, and to create a framework which enables the student to see how the parts of the system are interrelated and how they relate to the whole. In this connection, a variety of units involving comparisons of man with other animals and of modern man with early man can provide important insights into the essential similarity of all members of the species. The findings of anthropology and archaeology can be utilized to help students understand the basic commonalities of the human experience. The analytical tools are available to enable students, even in the earliest grades, to understand human similarities and differences, and to relate particular culture patterns to their own or to a larger image of mankind in general. Instead of seeing the behavior patterns of the Eskimo or the Bushmen as something bizarre and unique, they can understand the essential similarities in the way the two groups have chosen to cope with their surroundings.[1]

B. The earth is a minute planet endowed with limited resources and wrapped in a delicate, life-sustaining envelope.

Topics

The important concepts involved here should really be developed in natural science courses. More study is needed to determine where and how aspects of the subject should be inserted in the social studies curriculum. [2]

C. Because of the hold possessed by the nation-state over the individual's structure of reality, modern society has been slow to recognize mankind as a single species or the earth as a single system.

Topics	Courses
1. Ethnocentrism	11th grade Comparative Approach to Am. History
2. Attitude formation	12th grade Introduction to Behavioral Sciences
3. Socialization	

Content Sample

Ethnocentrism - there are many points in the elementary and secondary curriculum where effective techniques can be employed to help remove ethnocentric blinders. Units dealing with this topic specifically are also useful. For example, in American History courses, units can be constructed that will give students differing perspectives on particular events in American history. As Others See Us, edited by D. Robinson, is a collection of textbook selections from a variety of countries, communist and noncommunist, dealing with major events in American history. Viewing such subjects as the American Revolution or U.S. involvement in Indochina from the vantage point of other countries is an exciting and mind-opening experience.
Another sample unit along similar lines would be to look at an issue such as the Mexican-American War from both sides, throwing new light on the conflict itself and on the general subject of America's "manifest destiny." There have been recent translations of pertinent documents that give the Mexican side of the story.[3]

UNIVERSALITY

II. A variety of forces are creating what can now be considered a global society - a Spaceship Earth characterized by a steadily and rapidly increasing degree of mutual dependence.

A. Modern man lives in two systems: the global and the "mosaic" which draw on the environment differently and result in very different perspectives on life and in very different problems and potentials.

1. The mosaic system is the traditional pattern of a globe divided into separate pieces of earth real estate.

2. The newer, interdependent global system overlaps the first and has linked into it at various points and in different ways.

Topics	Courses
1. The impact of global culture on the locally-based culture	War/Peace Concepts or 10th grade Comparative Cultures
2. The nature of the emerging global culture	10th grade Comparative Cultures

Content Samples

1. A comparative study of 3 or 4 regions, such as the Congo, Mexico and an area of the U. S. The study should make clear that there now exist what may be termed "two fundamental man-earth equations." One is the locally-based culture system - the mosaic pattern - in which a group of humans in a particular area attempt to wrest a decent living from their particular environment. Global society has created the second equation - a new world-wide system for supporting human life.

   In the Congo, for example, most people still live in the locally-based system, creating the necessities for existence from their distinctive environment. But Leopoldville and the Katanga copper region are intimately connected with the interdependent global system. Mexico is both the isolated rural village and Mexico City with its important place in the interconnected system. At first glance, the entire United States might be considered tied to the global system, but there are numerous exceptions, such as the Hopi Indians or the people in the isolated villages of the Ozarks.[4]

2. The nature of the emerging global society: In studying a variety of cultures, students can attempt to pick out those elements that can be considered patterns of global culture. That is, they should deal with such questions as: What is the nature of the emerging global culture; how is it transmitted; what effect does it have on the life of the individual? These questions can be explored in terms of subjects with which the students can identify = youth culture, pop music, the commune movement, anti-war sentiment, etc. Activities might include trying to trace the elements of global culture on a traditional, national-boundary map of the world; or a modified version of Buckminster Fuller's world resources map could be used to show how different parts of the global system draw on resources and goods from all parts of the system.[5]

3. Case studies in modernization - in depth analysis of modernization in two or three developing countries. Students could attempt to develop a continuum from least modernized to most modernized cultures; as they gather data about a particular culture, they can relate it to other cultures and place it accordingly on the continuum. Such a study should emphasize: (1) the elements of modernization that tie a nation to the interconnected system; (2) the elements of traditional culture that resist modernization.[6]

B. The global system is composed of several interacting subsystems: physical, demographic, economic, technological (including communications), social/cultural, political.

Topics	Courses
1. Comparative Economic Systems	10th Grade Course in Comparative Economics and Comparative Political Systems; and 11th grade Comparative Approach to American History
2. Comparative Political Systems	

Content Samples

The study of any of the subsystems should emphasize how its components fit into the larger pattern of the world system. The student, for example, should not be led to conceptualize economic systems as being either industrialized or non-industrialized, or political systems as being either democratic or non-democratic. Instead, he should be able to identify the political systems of various nations along a graduated dimension from those that are highly democratic to those that are highly non-democratic. Economic systems can be placed along similar scales according to degree of industrialization or perhaps degree of socialism.[7]

Similarly, units in American History can be used to develop insights into the history and development of one's own nation in relation to analagous experiences of other groups. In terms of political development, for instance, the traditional courses treat the emergence of the United States as a nation in such a way as to reinforce the ethnocentric belief in the uniqueness of the American experience. By studying the nation's development from a global perspective, as is done by Seymour Lipset in The First New Nation, the students can place their study in the larger setting of political systems throughout history. Thus, for example, they can see the relationship between the formation of the American nation and the political development of emerging nations today. A similar comparative approach to economic development in this country provides a larger, more realistic perspective on the nation's economic system.

C. Interdependence operates on all levels of social organization in all cultures; the psychological elements of interdependence are the same on all levels.

Topics	Courses
1. Cross-cultural studies of family life	10th grade - Comparative Cultures; or Introduction to Behavioral Sciences
2. Interdependence in sub-national groups	Content sample designed for 12th grade
3. Urban ecology	9th grade Patterns in Human History

Content Samples

1. Cross cultural studies of family life - By studying interdependence within the family in a variety of cultures, students can better accept the idea of mutual dependence as a basic factor of life. Such a study will also equip them with the analytical tools necessary for understanding the concept on the larger, international level, since the same psychological elements seem to appear at all levels.

A unit might be constructed, for example, on the differences between the extended and the nuclear family. In many primitive and most Asian societies, the students would see how mutual dependence extended to large family units, with each member an integral, functioning part of the whole. In modern, urbanized societies, by contrast, the interdependence of the family operates in a much narrower setting. The aged, for instance, still have a need for the security and activities of family life, but the exclusiveness of the nuclear family has forced increasing numbers of these citizens out of the family and into institutions. The students would develop a beginning awareness of the drawbacks as well as the strengths of mutual dependence.[8]

2. Interdependence in subnational groups: the military.
We tend to think of military force in terms of the breakdown of international understanding, and often fail to notice the high degree of cooperation and interdependence that characterizes the army itself. Almost by definition, the successful army is the one in which the interdependent parts are most perfectly coordinated. A number of interesting case studies could be developed to illustrate interdependence in the military as examples of mutual dependence in sub-national groups. Some samples:

   a) How did the German Army manage to function so efficiently in the closing months of World War II when the war was hopelessly lost? The sociological studies on this question by Shils and Janowitz, and others, are very readable and make use of a wide range of data; in addition, they provide some important conclusions about how interdependence operates in different-sized groups.[9]

   b) What enables the North Vietnamese and Viet Cong to withstand the material superiority of the U. S. and South Vietnamese? How does interdependence operate in fighting groups that are isolated from one another and from command posts?

   c) What are the elements of interdependence in a modern army? Perhaps comparing and contrasting this with mutual dependence in warring tribal groups such as the Jivaro of Ecuador.[10]

3. Urban ecology - study units on the distinctive conditions of urban life can lead to some important conclusions about interdependence that can then be transferred to study of the concept on the global level. The study of urbanization, for example, can make a good transition from the personal interdependence of family and tribe to the impersonal type of interdependence characteristic of global society. Such studies also make clear that increased interdependence often forces a breakdown of the functions of traditional patterns.[11] Some of the factors that should be stressed in urban ecology are:

a) Large masses of people become functionally interdependent whether they want to or not.

b) The population of urban areas is heterogeneous, partly because of the diversity of functions resulting from division of labor, partly because of the development of interdependence and communication between distinctive areas.

c) The overwhelming majority of people who are mutually dependent never know or see each other. The city dweller depends on coal miners in West Virginia, is affected by strikes in Detroit, etc.

d) Through much of man's history, problems were solved by small groups on the basis of common experience. This form of social organization is no longer adequate for the impersonal interdependence of large urban societies.

e) The density and interdependence of a large population requires a high degree of specialization.

f) The net result of these conditions is rapid change, creating problems for which traditional patterns of organization are inadequate.

ORIGINS

III. Throughout man's history, interdependence has operated in various settings and on different levels of social organization.

A. Since prehistoric times, practically all societies have been subject to cross-cultural contacts, frequently resulting in significant patterns of mutual dependence.

Topics	Courses
1. Diffusion	9th grade Patterns in Human History
2. Cross-cultural and cross-historical comparisons	

Content Sample

Examples of cross-cultural contacts and cultural diffusion are plentiful in some World History texts, particularly the few that emphasize a global view of man's history, e.g. Stavrianos, A Global History of Man. In building units around these instances, the idea is not to suggest that man has always lived in global society, but rather that the beginnings of that global society reach far back in time. These units

should, of course, bring out clearly the impact of the cross-cultural contact or diffusion.

A good case study, not in texts, would be provided by the impact of the introduction of the horse on the culture of the Blackfoot. The need for horses placed the tribe in a new interdependent position vis a vis the white man. Further, elements of interdependence within the tribe were drastically changed by this cultural borrowing. Marriage customs were altered, class structures changed, and new ideas of wealth were introduced. From a peaceful, closely integrated society, the Blackfoot became a fierce, war-oriented band, violently resisting the encroachments of the white settlers.[12]

B. Such forces as modernization, migration, nationalism. revolution and imperialism illustrate the basic commonalities of the human experience and provide the historical underpinnings for the emergence of modern global society.

Topics	Courses
1. The "Great Transformations" of human history	9th grade Patterns in Human History
2. The European Sea Empires	
3. The Dynamics of Modernization	10th grade Comparative Economics

Content Sample

The study of the European sea empires is, of course, common in traditional world history courses. But the thrust of the study is always in terms of the development of Western civilization. Instead, these empires should be viewed as important forerunners of modern global society. The importance of the expansion of European nations goes far beyond the changes and dynastic wars it created in Europe. Rather, the significance of this expansion lies in the impact it had on the entire world. The British Empire for example enabled the island kingdom to become, for a time, the most powerful nation in Europe. But what was the impact of this expansion on India, China, Africa, North and South America? In what ways did it establish interdependence among the different parts of the empire?[13]

C. The modern, on-going revolutions in technology, communications and transportation, combined with the continuing population explosion, have accelerated the trend toward interdependence on a global scale.

Topics	Courses
1. Demography	12th grade Introduction to the Behavioral Sciences
2. Urban Man	
3. The Folk-Urban Continuum	
4. The Industrial and Technological Revolutions	9th grade Patterns in Human History

Content Sample

The Folk-Urban Continuum - Using a topographical map and data produced by studies such as Redfield's "Folk-Urban Continuum" the class could plot out the few remaining areas of the globe where isolated tribes continue to exist in traditional folk society. They can work with hypotheses on what factors allow this condition to exist in the midst of increasing global interdependence. Moving further along the continuum, they can analyze when and why such factors as population, communications, etc. will impinge upon a traditional culture and force it to become connected to the global system. The number of folk societies persisting now might also be compared with the number tabulated by anthropologists 40 years ago, and a study made of how closely some of the folk societies of a generation ago have become tied into the global system in terms of economy, transportation, communication.[14]

DYNAMICS

IV. Man affects and is affected by his social/cultural, economic and political systems and by his natural environment.

A. A change in one part of a system will have an impact (positive or negative) on other parts of the system and frequently on other systems.

Topics	Courses
1. Systems analysis of international crises or changes[15]	12th grade War/Peace Concept
2. World trade and global corporations	
3. Man and his environment	9th grade Patterns in Human History

Content Samples

For topic 1, a case study of Willie Brandt's Westpolitik and Ostpolitik would illustrate how a change in one nation's policies sets off a chain

reaction in other political systems, and also has an impact on economic and social/cultural considerations. The unit could deal with such questions as: What are the geopolitical reasons for this new policy? What reactions have been created in East Germany, Russia, the U.S., France? Is this a step toward reunification of Germany, and if so, what are the implications of a united Germany? How does either part of Bonn's diplomatic thrust threaten to change the power balance between East and West, or the balance within either the Warsaw Pact or NATO? What effects might Brandt's policies have on the European Common Market? What are the potential results of a United Germany on the European economy? On the world economy?[16]

On Man and His Environment, a number of units might show how environmental concerns affect political and economic systems. For example, the use of DDT could be studied first from the aspect of its positive and negative impact on the environment. The class could then consider a proposed world-wide ban on DDT from the perspective of the political and economic systems. This would involve such questions as: what nations would be opposed to such a ban and why? What impact would the ban have on the economies of sample developed and developing nations? Are public health considerations involved in such a ban? Who should make a decision on an issue of this sort?[17]

B. A number of contemporary problems are created by the global system itself or by changes within the system - e.g. population growth; the growing gap between rich nations and poor nations.

Topics	Courses
1. Population trends	12th grade War/Peace Concepts
2. The rich nations and the poor nations	
3. The exploitation of natural resources	
4. The revolution of rising expectations	10th grade Comparative Economics
5. The social and psychological impact of urbanization	12th grade Introduction to Behavioral Sciences

Content Samples

A good way to get at the impact of the growing gap between the rich nations and the poor nations would be through the use of a simulation game such as Starpower, which would enable the students to see some of the psychological factors involved in the "haves" efforts to maintain or enhance their position and the growing frustration of the "have-nots" as their position worsens. The class could then explore

how these factors operate in a global setting, and what other factors are involved in the growing gap.

On the revolution of rising expectations, an interesting study could be developed on some aspects of this phenomenon in Latin American countries. For example, the class could consider only the physical structure of slums in Latin American cities, built on hills overlooking the highly modernized central city. What effect would it have on the people to be constantly looking down at the good life? Readings from Oscar Lewis or Child of the Dark would provide evidence for testing their hypotheses. [18]

DEVELOPMENT

V. The rapid development of interdependence on a global scale has created basic changes in human society, particularly within the nation-state system.

A. National boundaries are becoming blurred by cross-national contacts and functional arrangements; nations are increasingly penetrated by transnational organizations and by other nations.

Topics	Courses
1. Multinational Corporations	12th grade War/Peace Concepts
2. Transnational Organizations	

Content Sample

A case study of a global corporation, perhaps one with facilities in the school's community. Students could analyze functions in terms of personnel, location of operations, where it draws its resources from, etc. They would be developing a cross-section of one of the many organizations that have helped to blur national boundary lines by finding out what nationalities made up the personnel and management of the firm; in what cities and countries it had facilities; from what parts of the world it drew its resources, and so on. If a class did this on a committee basis, they could draw a number of such profiles.[19]

B. Regional groups are playing an increasingly important role in the economic and political decisions of member states.

Topics	Courses
Regionalism	10th grade Comparative Economics

Content Sample

A case study of the development of the European Common Market, with special attention to the ways in which its decisions require the surrender of a degree of sovereignty.

C. International Organizations have a growing impact on such areas as health, welfare, development and environment.

Topic	Courses
International Organizations	9th grade Patterns in Human History or 12th grade War/Peace Concepts

Content Sample

Most secondary schools, out of a sense of duty, offer some brief coverage of international organizations such as the U.N., and they are usually among the most boring elements of the social studies curriculum. Rather than the dry study of structure, operations, membership, etc., the students should be encouraged to explore how the organization contributes to growing interdependence and what implications it holds for the future development of global society. The study should emphasize functions and futurism, enabling the students to consider the ways in which the particular organization - or a branch of it - may be an alternative or supplementary structure to the nation-state in carrying out certain functions. In what ways, for example, can a particular agency be considered a major force in the process of economic development? [20]

D. The nation-state is no longer independently capable of carrying out its basic functions - providing for the military security and basic needs of its population.

Topics	Courses
1. The global economy	12th grade War/Peace Concepts
2. Decision-making	
3. Patterns of World trade	10th grade Comparative Economics

Content Samples

Decision-making - As Mickey East, Director of the Center for International Relations has pointed out, "most lacking in the American perspective of world affairs is an awareness of the interdependence of all nations and the constraints on each nation due to this interdependence." We persist in giving our students the impression that the

U.S. government has "unlimited choice of action." Analysis of case studies of international crises, from a variety of national perspectives, can help overcome this limited view. So can simulation games such as Dangerous Parallel, Crisis and Inter-nation Simulation, all of which place the students in the roles of decision-makers who discover they must take into account the potential actions and reactions of other parties before making a policy choice.

The limits of national sovereignty can also be brought home forcefully through units on the potential devastation of nuclear war, using films and readings, which should make it clear that even the most costly and sophisticated "defense umbrellas" are flimsy guarantees of national security.

In addition to other topics that illustrate the interdependence of the world's economic system, a useful exercise would be a map study of how one nation draws on resources from other parts of the planet, combined with analysis of the question of whether or not this nation would be capable of economic self-sufficiency.[21]

E. Individual nations are attempting to develop their own resources (perpetuating the mosaic system), but at the same time are trying to tie into the interconnected world system.

Topics	Courses
1. Modernization	10th grade Comparative Economics
2. Global Corporations	
3. Nationalism [22]	12th grade War/Peace Concepts

Content Samples

The dilemmas of modernization - case studies on a comparative basis of two or three countries - e.g. Cuba, Chile and Mexico - would reveal the ways in which each country is desperately trying to establish a Nationalistic economy, but cannot resist the necessity and the lures of trying to take advantage of the goods and resources of the global economic system. Each nation has had to make some hard choices regarding how much aid and trade it is going to accept from other countries.[23]

Global corporations and the Communist nations - a study of recent developments in Eastern Europe and the Soviet Union, particularly the building of facilities on Communist soil by noncommunist global corporations, makes clear that even the Communist bloc nations are no longer going to remain immune from the advantages offered by the interconnected economic system.[24]

F. Control over the planet is divided among three entities:

1. The nation-state exercises control over specific geographic areas, resources and people.

2. Transnational organizations exercise control over specific people, functions and resources.

3. All nations in common exercise control over specific geographic areas, resources and functions, e.g. polar regions, oceans.

Topics	Courses
1. The sovereignty of the nation-state system	12th grade War/Peace Concepts
2. International organizations	
3. "Internationally-owned" space	

Content Sample

Topic 3 - Units need to be developed concerning the current and possible future status of "internationally-owned" space, i.e. the polar regions, the oceans and outer space. Although now generally ignored in the curriculum, the actual and potential uses of these areas, as well as their control, will become of increasing importance as the trend toward global interdependence continues.[25]

EFFECTS

VI. Increased interdependence has both positive and negative implications for the world - integrative and conflictual.

A. Negative implications: increased interaction can lead to nationalist resistance, exploitation and misuse of resources.

Topics	Courses
1. Nationalism in emerging nations	12th grade War/Peace Concepts; or 9th grade Patterns in Human History
2. Rich nations and poor nations	
3. Violent conflict - war	
4. Formation of international attitudes, images and perceptions	12th grade Introduction to Behavioral Sciences

Content Samples

Topic 2 - a unit on revolutionary movements throughout the world and what they have in common - e.g. a comparison of the radical left or Black Panthers in this country with the ideas of Franz Fanon, in terms of goals, philosopphy, etc.

Topic 4 - Examination of how international images are formed, and what sort of images Americans have about other cultures, a la Isaacs' Scratches on Our Minds. Case studies of culture shock would also be revealing.[26]

B. Positive implications: the interacting subsystems have created increased opportunities for accommodation, integration, and a sense of world community.

Topics	Courses
1. Cross-cultural contacts	9th grade Patterns in Human History
2. International cooperation in science and technology	
3. Multinational corporations	12th grade War/Peace Concepts

Content Samples

Topic 1 - To show the positive effects of cross-cultural contacts, a short unit could be built around interviews obtained from the National Peace Corps Tape Bank, short recordings in which Peace Corps returnees described their experiences and how they feel they have been changed by their brief immersion in another culture.

Topic 3 - Case studies of multinational corporations could be used to highlight concepts of accommodation and assimilation. For example, what have been the effects of the Italian Fiat firm building automobiles in the Soviet Union? Or, what are the implications of negotiations between Henry Ford III and Soviet officials regarding a Ford truck plant in central Russia?

Study of the impact of global corporations can also be used to explore the ways in which man's capacity for multiple loyalties can help create a stronger sense of world community. As Herbert Kelman has stated, the individual can remain loyal to his nation-state and yet develop "multiple loyalties in keeping with our multiple roles in a variety of cross-cutting functional systems. Such loyalties to functional, cross-cutting entities can more readily bypass the dominance of the national system and promote the concept of a global society by strengthening institutions organized without regard to national boundaries for the purpose of meeting universal needs and interests."[27]

C. Interdependence has made man's problems global problems - population, war, environment, etc.

Topics	Courses
1. Global perspective on man's high-risk environment	12th grade War/Peace Concepts
2. Multiracial societies	11th grade Comparative Approach to American History

Content Samples

Topic 1 - a variety of units can be constructed to provide systems analysis of such subjects as the population-food gap, and environmental problems. Simulations can also be helpful in making clear the global nature of these issues.

Topic 2 - A comparative study of multiracial societies can help the students see that the struggle for racial equality is a global, rather than a strictly national, concern. For example, examination of race relations in South Africa, Brazil and the United States not only illustrates the universality of the subject, but can give the student new insights into multiracial problems in this country.[28]

METHODS AND TECHNIQUES FOR DEALING WITH INTERDEPENDENCE

VII. A variety of methods and techniques can be used to deal with the problems of interdependence and to make optimum use of its positive implications.

A. New systems on a global level provide functional arrangements for dealing with global problems and increasing a sense of world community.

Topics	Courses
1. Transnational and international organizations	12th grade War/Peace Concepts
2. Theories of world government	
3. Functionalism	

Content Sample

Topic 1 - A study of the proliferation of transnational and international organizations over the past 25 years, with students attempting

to categorize these in terms of size, number of nations involved, growth, functions, and effectiveness. Such a study should give particular emphasis to the ways in which such organizations offer alternatives to the nation-state system in carrying out particular functions.[29]

B. New understandings and attitudes are enabling people to view the world from a global perspective.
Examples: awareness of problems; cross-cultural understanding.

Topics	Courses
1. Accommodation	12th grade War/Peace Concepts
2. Integration	
3. World community	

Content Sample

A study of the growing concern of NATO with problems of controlling and preserving the environment. This would involve analysis of the implications of a primarily military organization beginning to transfer its functions to global problems other than military security. How much of the budget and manpower are involved, what have been its accomplishments in this field, what future plans are being made, etc.[30]

C. Futurism and systems approaches provide a framework for planning the development of global society.
Examples: Functionalism; systems analysis; simulation; model building.

Topics	Courses
See examples	12th grade War/Peace Concepts

Content Sample

Work with model building of alternative futures, or analysis of models for world order such as the Clark-Sohn plan. Care should be taken that students don't gain the impression that these are projections or predictions, but rather models to be used as a starting point for consideration of alternative futures.[31]

D. New technology provides the tools for coping with problems on a global scale.
Examples: Population control; agricultural developments

Topics	Courses
Technology and global problems	9th grade Patterns in Human History; and 12th grade War/Peace Concepts

Content Sample

The green revolution - a study of the "green revolution" in various parts of the world, dealing with such questions as: what have been its achievements and what technological innovations have led to those achievements? What are the drawbacks of relying solely on technology to solve global problems? e.g. the limitations of the Aswan Dam; the harmful side effects of damming rivers in Africa - resulting in reduction of the hippopatomus population which had served the hitherto unsuspected service of providing natural irrigation channels.[32]

E. New techniques of conflict resolution can lessen the tensions of global interdependence.
Examples: unilateralism; parallel institutions

See sections of guide on Conflict.

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INTERDEPENDENCE

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